A – All Creatures Great and Small	B – Creative Geniuses: Bristol and Beyond	C – A Moment in Time
Computing: Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school. History: Simple vocabulary relating to the passing of time such as 'before', 'after', 'past', 'present', 'then' and 'now'. Science: 'Animals including humans' (**YEAR 1**): Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals. Science: 'Animals including humans' (**YEAR 1**): identify and name a variety of common animals that are carnivores, herbivores and omnivores. Science: 'Animals including humans' (**YEAR 1**): describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets). Science: 'Animals including humans' (**YEAR 1**): identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Science: 'Animals including humans' (**YEAR 2**): Notice that animals, including humans, have offspring which grow into adults. Science: 'Animals including humans' (**YEAR 2**): Find out about the basic needs of animals, including humans, for survival (water, food, aid). Science: 'Animals including humans' (**YEAR 2**): Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Art: Being taught about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. History: the lives of significant individuals in Britain's past who have contributed to our nation's achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard kingdom Brunel or Christina Rossetti. DT: Appreciated the need for good design by evaluating a range of design and designers.	Geography: use simple compass directions (North, South, East and West0 and locational language (e.g. near and far) to describe the location of features and routes on a map. Geography: Use aerial photographs to plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key. Geography: Use simple fieldwork and observational skills to study the geography of their school and they key human and physical features of its surrounding environment. Science: 'Plants' (**YEAR 1**): identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Science: 'Plants' (**YEAR 1**): identify and describe the basic structure of a variety of common flowering plants, including trees. Science: 'Plants' (**YEAR 2**): Observe and describe how seeds and bulbs grow into mature plants. Science: 'Plants' (**YEAR 2**): Find out how plants need water, light and a suitable temperature to grow and stay healthy. Computing: Write and test simple programs. Computing: understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Computing: Use logical reasoning to predict the behaviour of simple programs.

D – Treasure and Trash	E –GREAT Britain	F – habitats, seasons (SATs) (title to be decided)
Geography: Name and locate the world's continents and oceans. Geography: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. DT: Appreciated the need for good design by evaluating a range of design and designers. DT: Perform simple, useful, practical tasks (for instance, making products for a purpose using basic range of tools and materials, and techniques such as cutting, forming and joining). DT: Explore different materials, and become familiar with their properties and uses. Art: Using a range of materials to design and make products. Science: 'Everyday materials' (**YEAR 1**): Distinguish between an object and the material from which it is made. Science: 'Everyday materials' (**YEAR 1**): Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock. Science: 'Everyday materials' (**YEAR 1**): Describe the simple physical properties of a variety of everyday materials. Science: 'Everyday materials' (**YEAR 1**): Compare and group together a variety of everyday materials on the basis of their simple physical properties. Science: 'Everyday materials' (**YEAR 2**): find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Science: 'Everyday materials' (**YEAR 2**): Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard.	Computing: Write and test simple programs. Computing: understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions. Computing: Use logical reasoning to predict the behaviour of simple programs. Science: 'Movement' (**YEAR 2**): Notice and describe how things are moving, using simple comparisons such as faster and slower. History; Concepts such as civilisation, monarchy, parliament, democracy, and war and peace that are essential to understanding history. History: The concept of nation and of a nation's history. Geography: Use basic geographical vocabulary to refer to: • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features, including: city, town, village, factory, farm, house, office, and shop. Geography: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country. Geography: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.	Geography: Identify seasonal and daily weather patterns in the united Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. History: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life History: Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. Science: 'Seasonal changes' (**YEAR 1**): Pupils should be taught to: • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. Science: 'Habitats' (**YEAR 2**): Pupils should be taught to: • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitat, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

On-going objectives throughout the year:

KS1 (DT)

- All objectives should be taught through materials – including textiles –, horticulture, electricals and electronics, construction and mechanics.
- Pupils should explore and develop purposeful, practical skills in design and technology, taking advantage of local opportunities and the expertise of teachers.
- Pupils should be taught the basic principles of balanced eating and where food comes from, and should be encouraged to develop an interest in cooking.
- Communicate ideas simply, such as drawing, jottings, modelling in 2-D and 3-D and, where appropriate, using information and communication technology to record the development of their designs.

KS1 (ART)

- Using drawing, painting and sculpture to share ideas, experiences and imagination.
- Developing techniques in using colour, pattern, texture, line, shape, form and space using clay and printing to a large scale and in 3D.

KS1 (COMPUTING):

- Organise, store, manipulate and retrieve data in a range of digital formats.

KS1 (SCIENCE) **SKILLS**: To run throughout every term:

- Asking simple questions
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions (Year 2 only)

KS1 (MUSIC) **SKILLS**: To run throughout every term:

- Use their voices expressively by singing songs and speaking chants and rhymes
- Play tuned and unturned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Make and combine sounds using the inter-related dimensions of music